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ABSTRACT

This Child Development Associate (CDA) training module, the fifteenth in a series of 16, focuses on preparing trainees in a bilingual/bicultural preschool teacher training program for their administrative responsibilities as CDA staff members. The first section briefly discusses verbal, non-verbal and tactile communication and suggests five principles related to effective staff communication. The second section identifies the responsibilities of and requirements for different positions in a CDA program. The third section discusses recordkeeping and provides samples of records used by CDA staff (e.g., attendance records and requisition forms). The fourth section explains how to acquire classroom materials and suggests sources for these materials. The fifth section discusses the usefulness of evaluations and the different forms they can take. The module includes trainee learning activities, and a pretest and a posttest of the trainee's understanding of the material. The module focuses on the specific behaviors which directly relate to CDA Competency 6. (BH)

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SUPPLEMENTARY ADMINISTRATIVE RESPONSIBILITIES OF STAFF WORKING IN A BILINGUAL-MULTICULTURAL ENVIRONMENT

Bilingual/Bicultural

Child Development Associate

Pilot Project

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MODULE XV

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Our Lady of the Lake University of San Antonio

San Antonio, Texas

SUPPLEMENTARY ADMINISTRATIVE RESPONSIBILITIES OF STAFF WORKING IN A BILINGUAL-MULTICULTURAL ENVIRONMENT

Joyce H. Coleman

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PREFACE

There are many tasks a pre-school teacher must do that do not involve working directly with the children. These tasks involve working effectively with other staff in the program, with parents, with resource people, with community people, etc. They involve record keeping, following program procedures, attending workshops and training sessions, hunting appropriate resources and materials, etc. How well a teacher performs these supplementary tasks can have an effect upon her performance in the classroom.

This module, "Supplementary Administrative Responsibilities of Staff Working in a Bilingual-Multicultural Environment," was developed because observation of pre-school teachers in Day Care and Headstart programs revealed a critical need for further training in this area. Although this module was designed specifically for Headstart and Day Care teachers who participated in a Bilingual/Bicultural Child Development Associate Pilot Training Project at Our Lady of the Lake University of San Antonio, it has been tested and used successfully with other groups of pre-school teachers.

While the content of this module is designed for individualized or self-paced usage, it is strongly recommended that this module be used in conjunction with academic instruction and on-site instruction. The kinds of interactions that occur in group discussions during academic instruction and on-site instruction among instructors and other teachers provide the motivation,

reinforcement and intellectual stimulation that is needed by the teacher. The academic instructors and trainers who developed and tested this module found that learning was facilitated when the module was used as a part of the academic instruction and on-site instruction.

Entry skills needed by trainees to use this module successfully are....

1. The ability to read and comprehend English at the eighth grade level.
2. The ability to follow written instuctions.
3. An awareness of how young children develop.
4. An understanding of the cultures of the children.
5. An awareness of the special needs of individual children.
6. The ability to remember and write down what has been seen or heard.

This module focuses on specific behaviors that directly relate to:

COMPETENCE VI.- Carry Out Supplementary Responsibilities Related to the Children's Programs.

Functional Area: Staff

This module is fifteenth in the recommended usage of sequence. The sequence of the modules is a result of the identified critical needs of the CDA trainees in the Bilingual/Bicultural CDA Pilot Training Project at Our Lady of the Lake University. The competencies in the modules were addressed in priority, taking into account the critical needs necessary for effective teaching. The sequence has been tested with ohter groups of teachers and seems to also be effective.

The recommended sequence of usage of the modules is:

Module I	Learning to Observe Young Children in a Bilingual-Multicultural Environment
Module II	Getting To Know and Like Myself Better
Module III	Planning Effectively for Young Children in a Bilingual-Multicultural Environment
Module IV	Creating a Bilingual-Bicultural Learning Environment for Young Children
Module V	Helping Young Children Develop Social Skills in a Bilingual-Multicultural Environment
Module VI	Helping Young Children Develop Motor Skills in a Bilingual-Multicultural Environment
Module VII	Helping Young Children Develop Language Skills in a Bilingual-Multicultural Environment
Module VIII	Helping Young Children Develop Cognitive Skills in a Bilingual-Multicultural Environment
Module IX	Helping Young Children Develop Self-Help Skills in a Bilingual-Multicultural Environment
Module X	Setting the Stage for Effective Learning in a Bilingual-Multicultural Environment
Module XI	Teachers Planning and Working With Parents From a Bilingual-Multicultural Community
Module XII	Juegos - Cuentos - Cantos - Y - Rimas
Module XIII	Artesanias Mexico - Americanas
Module XIV	Teaching Concepts to Young Children Through Cultural Cooking Experiences
Module XV	Supplementary Administrative Responsibilities of Staff Working in a Bilingual-Multicultural Environment
Module XVI	Helping Young Children Develop a Positive Self-Concept

The competencies that a trainer, academic instructor or group facilitator need to use this module effectively with bilingual/bicultural trainees are as follows:

1. Knowledge of early childhood growth and development.
2. Experience teaching pre-school children.
3. Experience working with parents.
4. First-hand knowledge of the cultures of the children and the community where the teachers work.
5. The ability to speak Spanish and English.
6. The ability to explain and demonstrate the content in a manner compatible with the learning styles of the trainees.
7. Experience teaching adults.

PRE-TEST

1. Identify and explain different ways that people communicate with one another.

2. List and explain some basic principles that help people communicate more effectively with one another.

3. List the specific tasks that make up your job description.

4. List the specific records that most pre-school teachers are expected to keep. Explain why each one is necessary.

5. Explain why a teacher needs to learn to utilize all of the resources available to her.

6. List and explain the various kinds of resources available to most pre-school teachers.

INTRODUCTION

Working together as a team is essential for all persons involved in the education of young children. To work cooperately within a program involves many things. It involves being able to communicate effectively with other staff, parents, volunteers, community people, etc. It involves a thorough understanding of your job responsibilities and the initiative and willingness to carry them out at your maximum level of competence. It involves the ability to identify and utilize all of the resources available. It involves gaining knowledge of your particular program and working to improve it. It involves a willingness to grow as a professional, seeking out opportunities to share and learn from others. It involves the ability to be flexible and adapt when necessary.

This module has been designed to help you further explore these areas. There are, perhaps other areas that could also be explored which will help you become an effective team member in an early childhood setting. You are invited to identify those areas that are pertinent to you and then to further explore them using the information provided in this module.

COMMUNICATING EFFECTIVELY

We live in a world of words. Words are constantly bombarding us from many sources, people, television, radio, the telephone, the newspaper etc. Words as well as visual images are transmitted instantly around the world via satellites. We live in an era of instant communication. With the many advances in communication one would think that communication between human beings would have advanced also. Yet this does not seem to be the case. While the advances in communication have improved the potential for communication, we seem to be talking more and more and communicating less. There has never been a greater need for better and more communication between human beings.

As a head teacher, teacher, teacher-aide, classroom volunteer, center manager or parent, you are a member of a team of persons responsible for the education of the children placed in your keeping. If you are to work together effectively to meet the needs of these children, you must communicate often and well with one another. This does not mean that you just talk with one another. It means that you both listen and talk. Communication is a two way process. You must listen and really hear what the other person is saying if your "talking" is going to be meaningful.

It is important to keep in mind that communication involves more than the spoken or written word. While these are the primary means of communication, there are some other ways that we communicate with each other.

Can you think of some ways we communicate with one another that do not involve words?

If you thought of the way we look, the way we sit, the way we act, you are right. These are also ways of communicating. Communication may be broken into three categories or subsystems.

1. Verbal communication --communicating through the use of written or spoken words.
2. Non-verbal communication --communicating through body actions, behaviors, feelings and attitudes.
3. Tactile communication --communicating through touching, shaking hands, kissing, a pat on the back etc.

Verbal Communcation. As previously stated, we live in a world of words. They are perhaps the most important tool that we have. In order for man to make himself understood in this complicated world he must use words or some kind of language. The words that we hear have a profound effect upon us both mentally and physically. Take for example two hungry persons seated before two bowls of menudo. Each person can view the menudo differently according to the words someone says about it. The expression "that menudo smells muy bien" can evoke a pleasant eager to eat attitude. In such a situation the salivary glands will begin to secrete and the hunger pains become more intense. However, if someone says to the other person "look at that awful bowl of guts," the reaction will probably be quite different from that of the first person. The stomach may fill a little nauseous and the desire to eat may be lost. The menudo remained the same, only the words used to describe it changed. The effect of the words in each instance was different, illustrating the impact that words can have upon us both physically and mentally.

Think of some instances in which you felt happy, sad, angry, anxious because of the words that someone said. In each instance how did you feel physically? Emotionally? Do you feel that different words would have had another effect on you?

Non-Verbal Communication. Everyday we communiate with one another without ever saying a word. We do this by the way we look at others, the way we move our body, by how we act in a situation, by the things we don't do, by our attitudes, by how we deal with our emotions etc. All of these behaviors communicate information to other people. The expression "I don't like the way you are looking at me" illustrates how one can communicate without ever saying a word.

Think of an instance in which you knew that someone was mad at you when they had not said a word. How did you know this?

Can you tell what kind of a day your family members have had by the way they look and act when they come home?

Can you tell if the children in your class have a problem or are upset even though they don't say anything about it?

We are usually able to recognize when someone has a problem, is upset, angry, unhappy, happy etc. even though they don't say so. We are able to do this by "reading" their body language, e.g., body movements, facial gestures, specific actions etc. This is a way of communicating without using words. That is why it is called non-verbal communication.

Think about the kinds of non-verbal messages you send to those that you work with everyday.

What kinds of non-verbal messages do you send to the children in your class?

Tactile Communication. Another important way that we communicate with one another is by touching. Some people may classify this as non-verbal since it does not involve words. It is listed as a separate category here because it is of such cultural significance. While touching as communication is a part of most cultures it is especially important to cultures such as the Mexican and Mexican-American. The abrazo is a culturally significant way of communicating by touching among many Mexican-Americans and Mexicans.

We communicate through touching most of the time but are not aware of it as a form of communication. For example, we shake hands when we meet someone new, we shake hands when we say good-bye, we shake hands to express sympathy, we shake hands to close a deal or to show trust, we shake hands to show no hard feelings after an argument, and we give others a pat on the back to show affection or encouragement.

Think of some other ways that we communicate by touching.

Do you communicate with the children in your classroom by touching? In what ways do you do this?

Are there some cultures or groups where touching would be considered inappropriate?

If you work with people from different cultures do you need to understand their feelings and reactions to being touched?

You probably spend a large part of your day communicating with other people. Effective communication can be a lubricant that prevents friction from developing between human beings. Poor communication can and does cause our nervous system to become fouled-up. Sometimes when you are not communicating or when you have miscommunicated (misunderstood) don't you feel uptight, nervous, tense, angry, or frustrated? When this happens your nervous system reacts and causes you to cry, explode, say unkind things etc.

When we work closely with other people it is essential that we establish good lines of communication. This is especially true when we are in a position to influence young children. As a center manager, head teacher, teacher, teacher aide, or volunteer it is a must that you communicate well and often with everyone involved in the education of the children. If you are unable to communicate effectively with others then you should not be teaching young children.

There are some important principles that if followed, will help you to communicate more effectively and therefore work more effectively with others. They can also help you to be amore effective model for young children. They are as follows:

1. Everybody likes to feel like somebody. Each of us is in a constant struggle for our own identity and security. Although we may not say it or consciously think it, we all need to feel like somebody; to feel important. This is true of center managers, head teachers, teachers, teacher aides, volunteers, supervisors, headstart directors, children, parents, etc. Because feeling like somebody is important, we sometimes act or react in strange ways when someone threatens this feeling. We become angry, tense, defensive, frustrated, confused, argumentive, etc. To communicate effectively, we should always be on guard against threatening another persons feeling of importance; of feeling like somebody.

   The following rule is a good one to practice. "Don't make another person feel like a fool anytime if you can prevent it ---and never in the presence of other people!" (Fleishman, Alfred, 1971.) When you take away a persons regard in the eyes of others you lower his sense of regard for himself. When this happens, the first reaction is to protect self. Look out for trouble in such a situation. Effective communication will be difficult because a huge "roadblock" will be present. To communicate effectively everybody needs to feel like somebody.

Can you recall a situation in which you were unable to communicate with a coworker and the situation became unpleasant? How were you feeling? How was the coworker feeeling? Did something happen that threatened yours or his feeling of worth, security or importance? How did you resolve the situation? What could you have done to prevent the problem in the first place?

2. Little things still make the big difference in how people get along with each other. The hellos, goodbyes, thank yous, pleases etc. are still important to us. We like for people to say thank you when we do something for them. We like for people to say hello and goodbye. These courtesies help us to feel like somebody; to feel important. People tend to remember simple slights or differences in treatment for a long time. You can probably recall instances in which someone slighted you as a child, or favored your brother or sister, or when someone didn't invite you to a party, etc. When a salesclerk is rude to us, we tend to remember it every-time we go by the store or see a sign advertising the store. Human nature is such that the little things make a big difference to us. Our feelings about those things in turn affect how well we get along with each other.

Think of someone that you have trouble communicating with? Make a list of the things this person does that bothers you? How many items are really "little" things, but behaviors that make a difference to you?

Think about yourself! What "little" things do you do that could make a difference to others?

3. Treat people as you would like to be treated. Over 2,000 years ago, Robbie Hillel said, "that which is hateful to you, do not do unto others." This saying is just as appropriate today as it was then. The same thought has been expresses by many others throughout the centuries. Most of us have been taught this from our childhood, yet so often in our interactions and communications with others we do not practice it. Although we do not set out to be selfish, rude, hateful, spiteful, defensive, etc. with others somehow when our communications become confused or blocked we begin to treat others in ways that we would not like to be treated. Perhaps our reactions result from our own feelings of not being somebody; of not being important, of not being treated as we wish.

Think of the instance you may have seen where teachers and teacher aides wouldn't share materials because they were mad at each other and were not communicating. Think of the instances when staff members would form a clique and exclude another staff person. Think of the instances in which a staff member spread gossip about another staff person. Think of the instances in which center managers were rude to other staff members. Do you think these situations would have occurred if those persons involved treated others as they would like to be treated?

When most interpersonal problems are examined closely, we usually find that people have put up "road blocks" to communication and that they have begun treating each other in unkind ways. When this happens, it is almost impossible to communicate effectively and to resolve problems appropriately. All persons involved must examine their own behavior and take steps to begin communicating again with one another. A good first

step is to begin treating others as you would like to be treated.

4. A particular attitude when projected against a particular personality equals predicable behavior. Although this principle may seem difficult to understand, it is actually saying "If you yell at me, I'll yell at you" or "if you're rude to me, I'll be rude to you." Human beings tend to respond in ways similar to the way they are treated. We see this over and over again as we look at how people interact with one another. You can be sure that if you approach someone with a chip on your shoulder they will respond with a chip on their shoulder.

   In a work situation where it is essential that all persons work together cooperatively to get the job done, it is imperative that everyone communicate effectively. If you understand that your verbal, non-verbal and tactile communications need to be directed toward better understanding and better relationships you will be able to establish better communicaton between yourself and others. This in turn will make your job easier.

5. People do things for people they like, because they like to do things for people they like. Before we discuss this principle ask yourself the following questions:

For whom do you like to do things?

For whom are you willing to go out of your way to do difficult, complicated jobs?

Why do you react favorably toward request from some people and unfavorably to others?

Your answers to the above questions were probably the same as most people. You do things for people you like. You are willing to go out of your way for people you like. You react favorably toward requests from people you like and unfavorably toward requests from people you don't like. Again, human nature is fairly predictable.

Unfortunately, we are not always able to work with people we like. There can be a center manager that we don't like; a teacher; a teacher aide' a supervisor, etc. What do you do in this situation? Very often it is poor communication that causes us to not like someone. To open up the lines of communication, you will need to remember that communication involves both listening and talking. Sometimes we need to be quiet and listen to the other person to discover what he is thinking; to see where he is coming from. When we do this, the situation will probably become more relaxed and the person will feel less threatened. The way is open for better communication when you know what the other person says and means. As you begin to really communicate, listen, as well as talk, you may even find that you can add the person to your list of people you like.

In todays world of almost instant change, of future shock, it is vital that we communicate effectively with each other in order to survive; to be happy; to be successful. Although effective communication may be easier for some than for others, we all can develop better communication skills. Examine your ability to communicate with others by completing the following checklist:

	YES	NO
1. Do you ask or do you order people to do things?	____	____
2. Do you know the difference between asking and ordering?	____	____
3. Do you make people feel that they are part of something important no matter how small their job seems to be?	____	____
4. Do you make people feel that you have confidence in their ability?	____	____
5. Do you address yourself to situations, tasks, jobs instead of a person's personality, ability, or character?	____	____
6. Do you give people credit and reinforcement for doing a job well?	____	____
7. Do you explain specifically what you want done?	____	____
8. Do you explain why a job needs to be done?	____	____
9. Do you praise more than you criticize?	____	____
10. Do you listen more than you talk?	____	____

If you answered "no" to any of the checklist questions, you need to work on improving your ability to communicate with others. The five principles discussed in this section are a good way to start. Regardless of whether you are a center manager, a head teacher, a teacher, a teacher aide, or a volunteer, you must communicate effectively as a staff member because you are responsible for helping to mold the lives of impressionable young children.

DEFINING RESPONSIBILITIES

If an early childhood center is to operate smoothly and effectively, all staff persons must understand their job responsibilities and carry them out successfully. Although job descriptions identify the general duties and responsibilities that are expected, they usually do not specify every task that goes along with the general duties and responsibilities. Many problems that arise related to job responsibilities are caused by a lack of understanding of what is involved in carrying out the general duties and responsibilities. It is important that you discuss with your supervisor or the person you report to, the kinds of tasks that you will be expected to perform under each of the general duties and responsibilities stated on your job description. This will give you a better understanding of your role and what is expected of you. It is essential that you understand what is expected, otherwise you may become involved in problems because you are not performing as expected.

Before discussing the various job descriptions of staff involved in an early childhood program, it it important to note a few qualities needed by all staff persons if they are to work together effectively. These qualities are essential whether you are a center manager, teacher, teacher aide, volunteer, etc.

All staff persons must...

- Show respect toward each other

  This is done by being polite and courteous, by having a positive attitude toward others as persons, by having high expectations for others and by acknowledging their skills and competencies.

- Be flexible

The best laid plans can go wrong. Develop the ability to cope with changes in a positive, constructive way. Becoming upset when changes are made doesn't do anyone any good and usually makes the situation worse.

- Be willing to accept criticism.

No one is perfect. We all make mistakes that sometimes need to be pointed out to us. Learning to accept criticism without becoming defensive and hostile is a sign of maturity. Although some supervisors may not give criticism in a positive way, becoming defensive or hostile will only make the situation worse. Criticism should always deal with a specific task or behavior and never with the personality of the person or persons involved.

- Have a desire to grow.

No one has all of the answers. Regardless of the training or experience one has had. New things can be learned every day if we are open to learning new things. We learn both from those we work with and from the children in our class.

- Have the ability to see the viewpoints of others.

Being able to see something from anothers point of view involves being as concerned for that person as for ourselves. Sometimes we are so wrapped up in ouselves that we cannot see or listen to others objectively. When we behave this way, we are not being fair to ourselves, to other coworkers, or to the children. Our concern must always be what is best for the children, not who is right or who is wrong.

- Communicate often and well.

  Poor communication is behind many interpersonal problems. This area is so important, that an entire section of this module has been devoted to it. If necessary, reread that section.

The following job descriptions are typical of the job descriptions used in most Headstart and Day Care Early Childhood Programs. They will help you to better understand the kinds of tasks required of the center manager, head teacher, teacher, teacher aide, social worker and parent volunteer. These job descriptions are currently used by the EODC Headstart Program, San Antonio, Texas, Bexar County

Center Manager

Read the following center manager job description. As you read it, think about the specific tasks to be done under each of the general duties and responsibilities.

JOB DESCRIPTION

Position Title: Center Manager

Reports To: Headstart Manager

Function: This position is that of center manager in a Headstart center. The center manager will plan programing for classes within the general framework of the curriculum, will help staff in the designing and use of the lesson plans; will supervise the activities of all staff members for the smooth and efficient functioning of the center; will work with the Headstart manager, social worker, education and career development staff to coordinate all activities involving program and children; will be responsible for reporting equipment and supply needs to the manager; and will be responsible for the over-all administration and operation of the center.

Duties and Responsibilities:

1. Opens and closes the center according to Headstart schedule of operation.

2. Insures that licensing standards are met and maintained in the day to day operation of the Headstart center.
3. Prepares a plan of operation for the center.
4. Works closely with the teachers and teacher-aides to interpret the philosophy and programing techniques that are incorporated into the overall program.
5. Plans with teachers a program for young children and supervises the carrying out of the activities.
6. Inventories, maintains and assigns all equipment, inside and outside, which children use.
7. Cooperates with the Headstart manager, supportive services, and health services in carrying out all aspects of the program.
8. Attends all staff and parent meetings, including the Monthly Policy Making Council Meeting.
9. Insures that teachers make three (3) home visits per fiscal year to each of the children's homes and prepares reports of each visit to be filed in the child's folder.
10. Works for a friendly and open relationship with parents at all times.
11. Provides orientation and training to new staff assigned to the center and to other staff as needs are identified.
12. Participates in workshops, in-service training, and makes use of all avenues of personal and professional growth.

13. Reviews weekly lesson plans and provides assistance to teachers in the planning and preparation of the lesson plans.
14. Insures that progress reports are prepared every six (6) weeks on each child in the center.
15. Eats with the children and staff to supervise directing of manners and conversation by staff.
16. Supervises staff to insure that each child washes his face and hands, brushes teeth and is neat and clean.
17. Carrys out the curriculum as outlined by the education department.
18. Supervises the activities of staff and children on playground.
19. Attends weekly meetings as scheduled by the Headstart manager.
20. Schedules weekly meetings with center staff for planning, coordination of center activities etc.
21. Prepares grocery and supply orders, maintainance requests and equipment requests.
22. Supervises all center staff including social workers, cooks, janitors and bus drivers.
23. Reports absences of personnel at assigned center and collects and submits time sheets to central office on schedule.

24. Submits sick and annual leave as well as overtime/ compensatory time requests to Headstart manager for authorization.
25. Orders bread and milk submitting all food bills to central office.
26. Sees that the physical environment of the center inside and out, is set up and maintained to provide a maximum learning environment for all of the children.
27. Performs other duties as assigned.

Qualifications Required:

Education — At least seventy-five (75) college hours and an understanding that education must continue in the field of child development.

Experience — Four years (4) as a Headstart teacher/center manager, or four (4) years as a supervisor of teachers within a pre-school or elementary.

Skills

1. Ability to plan and evaluate a curriculum.
2. Ability to accept children and adults of various ethnic backgrounds.
3. Ability to supervise.
4. Ability to work with parents.
5. Ability to interpret and implement the DPW and Hew standards as they relate to education and child care centers.

Other	1. A valid health card.
	2. A valid Texas driver's license.
	3. Daily access to a vehicle.
	4. Vehicle insurance.

Now that you have read the job description for a center manager, make a list of the tasks you would have to do under each of the center manager duties and responsibilities. For example, duty number one is "opens and closes the center according to Headstart schedule of operations." List the tasks to be done when opening the center, then list the tasks to be done when closing the center. Remember as center manager you have the responsibility for the entire center. Include all aspects of the center in your lists.

When you complete the lists, check them with your Headstart manager or trainer. You will discover that a job description actually involves much more than what is stated. It is important that you understand this.

Head Teacher

Read the following head teacher job description. As you read it, think about the specific tasks to be done under each of the general duties and responsbilities. You will note that the head teacher assumes many of the duties of a center manager as well as those involved in teaching a class. Head teachers are sometimes used in centers with a small number of classrooms.

JOB DESCRIPTION

Position Title:	Head Teacher, Grade 3
Reports To:	Headstart Manager
Function:	This position is that of a headstart teacher in a Headstart center. The Head teacher is responsible for the overall administration and operation of the center, including the teaching of a class, training and supervising all center staff, working with the Headstart manager, social worker, and education/career development staff components to coordinate all activities involving program and children; being responsible for reporting equipment and supply needs to the manager and assisting in the preparation of program reports.

Duties and Responsibilities:

1. Opens and closes the center according to the Head start schedule of operation.
2. Insures that licensing standards are met and maintained in the day to day operation of the Headstart facility.
3. Prepares the plan of operations for the center.
4. Plans with other teachers a program for young children and sees that plans are implemented in the classroom.
5. Works closely with the teacher aide to interpret the philosophy and programming techniques that are incorporated into the overall program.
6. Inventories, maintains and assigns all equipment inside and outside, which children use.
7. Cooperates with the Headstart manager, supportive services and health services staff in carrying out all aspects of the program.
8. Attends all staff and parent meetings, including the monthly Policy Making Council Meeting.
9. Makes three (3) home visits per fiscal year to each of the children's home and prepares reports of each visit to be filed in the child's folder. Insures that other teachers in the center do the same.

10. Provides orientation and training to new staff assigned to the center and other staff as needs are identified.
11. Works for a friendly and open relationship with parents at all times, including coordination of volunteer services at the center.
12. Participates in workshops, in-service training and makes use of all avenues of personal and professional growth.
13. Prepares weekly lesson plans to be submitted to Headstart manager.
14. Provides assistance to other teachers in the preparation of the lesson plans.
15. Prepares progress reports every six (6) weeks on each child in her center.
16. Eats with children and staff to direct manners and conversation.
17. Insures that each child washes his face and hands, brushes teeth and is neat and clean.
18. Carries out the curriculum as outlined by the education department.
19. Supervises the activities of staff and children on playground.
20. Attends weekly meetings as scheduled by Headstart manager, schedules weekly meetings with center staff to plan, coordinate center activities etc.

21. Prepares grocery and supply orders, maintenance requests and equipment requests.
22. Supervises all center's staff to include social worker, cook, janitor and bus driver.
23. Reports absences of personnel at assigned center and collects and submits time sheets to central office on schedule.
24. Submits sick and annual leave requests as well as overtime/compensatory time requests to manager for authorization.
25. Orders bread and milk and submits all food bills to central office.
26. Sees that the physical environment of the center inside and out, is set up and maintained to provide a maximum learning environment for all the children.
27. Performs other duties as necessary.

Qualifications Required:

Education	At least sixty (60) college hours and an understanding that education must continue in the field of child development.
Experience	Four (4) years experience teaching in a child care center, pre-school or teaching on the first grade level in a public school.
Skills	1. Ability to plan and evaluate a curriculum. 2. Ability to accept children and adults of various ethnic backgrounds. 3. Ability to supervise.

4. Ability to work with parents.
5. Ability to interpret and implement the DPW and HEW standards as they relate to education and child care centers.

Other

1. A valid health card.
2. A valid Texas driver's license.
3. Daily access to a vehicle.
4. Vehicle insurance

Make a list of the tasks you would have to do under each of the head teacher duties and responsibilities. For example, item number eighteen (18) is "Carry out the curriculum as outlined by the education department." What would you have to do to carry out his duty?

When you complete the lists, check with your headstart manager or trainer. Again, a job description actually involves much more than what is stated.

Teacher

Read the following teacher job description. As you read it, think about the specific tasks to be done under each of the general duties and responsibilities.

JOB DESCRIPTION

Position Title: Teacher, Grade 5

Reports to: Head Teacher/Center Manager

Function: This position is that of teacher in a Headstart classroom. The teacher will be responsible for planning an implementing an educational enrichment program for preschool children in a classroom setting as well as directly supervise a teacher aide.

Duties and Responsibilities:

1. Works closely with the teacher aide to interpret the philosophy and programing techniques that are incorporated into the overall program.
2. Plans with the center manager/head teacher a daily program for a young child and implements activities planned.
3. Assumes responsibility for all assigned equipment, inside and outside, which children use.
4. Cooperates with the Headstart administrative staff and center personnel in carrying out all aspects of the program.
5. Attends all staff and parent meetings.

6. Makes three (3) home visits per fiscal year to each of her children's home.
7. Writes reports of each visit to be filed in the child's folder.
8. Works for a friendly, open relationship with parents at all times.
9. Participates in workshops, in-service training and makes use of all avenues of personal and professional growth.
10. Performs other duties as necessary.
11. Prepares weekly lesson plans to be submitted to head teacher/center manager.
12. Prepares a progress report each six (6) weeks on each child in her room.
13. Eats with the children to direct manners and conversation.
14. Sets up and maintains the physical environment of the classroom to provide a maximum learning environment for all of the children.
15. Sees that each child washes his face and hands, brushes his teeth and is neat and clean.
16. Carrys out the curriculum as outlined by the education department.
17. Supervises children on playground.
18. Provides on the job training for the teacher aide or aides assigned to the classroom.
19. Insures that licensing standards are met and maintained in the day to day operation of the classroom.

Make a list of the tasks you would have to do under each of the teacher duties and responsibilities. For example, item number nineteen (19) is, "Insures that licensing standards are met and maintained in the day to day operation of the classroom." What would you have to do to carry out this duty?

When you complete the lists, check them with your center manager or trainer. Being a teacher involves many tasks that are usually not listed on a job description.

NOTE: Some Headstart programs have teacher I and teacher II positions. The teacher II position requires a minimum of thirty (30) college hours while the teacher I position requires a lesser number of college hours.

Qualifications Required:

Education	Fifteen (15) college hours and willingness to continue education in pre-school field.
Experience	Four (4) years experience as a teacher aide or previous experience as a pre-school teacher.
Skills	1. Ability to plan and evaluate a curriculum 2. Ability to accept children and adults of various ethnic background. 3. Ability to supervise 4. Ability to work with parents. 5. Ability to interpret and implement the DPW and HEW standards as they relate to education and child care centers.
Other	1. A valid health card 2. A valid Texas driver's license

Teacher Aide

Read the following teacher aide job description. As you read it think about the specific tasks to be done under each of the general duties and responsibilities.

JOB DESCRIPTION

Position Title:	Teacher Aide, Grade 2
Reports to:	Head Teacher/Center Manager
Function:	This position is that of a teacher aide in a classroom. The teacher aide is responsible for assisting the teacher in planning and implementing an educational enrichment program for pre-school children in a classroom setting.
Duties and Responsibilities:	1. Assists the teacher in preparing and carrying through curriculum plans. 2. Assists the teacher in care of equipment and use of supplies. Cooperates with the area supervisor 3. Cooperates with the area supervisor, curriculum developer, center manager/head teacher, social worker and health services supervisor in carrying out all aspects of the program.

4. Works for friendly, open relationship with parents at all times.
5. Attends all staff meetings, parent meetings, and all inservice training sessions.
6. Makes use of all avenues of personal and professional growth.
7. Assists the teacher in making her lesson plans.
8. Works with the teacher in preparing for the next days activities.
9. Rides the school bus when assigned to supervise the children.
10. Takes care of pets.
11. Dusts room each day.
12. Puts out fresh wash cloths each morning.
13. Assists the teacher in maintaining an appropriate learning environment (clean, sage, healthy, educationally stimulating.)
14. Keeps the inside of the housekeeping equipment clean.
15. Washes and sterilizes tooth brushes, hair brushes and combs.
16. Sees that books, records, etc., are returned to closet shelves on Friday.
17. Assists the teacher in getting the room in order for the weekend.
18. Keeps supply shelves in order.
19. Assits teacher in checking children each morning.

20. Washes dishes and dolls.
21. Sees that children are not by themselves when going to the restroom.
22. Keeps shoes laced and tied, hair combed and brushed.
23. Supervises children on the playground.

Qualifications:

Education	High School diploma or equivalent
Experience	None
Skills	1. Must be able to work with children and adults of various ethnic background. 2. Ability to follow instructions. 3. Ability to work with parents.
Other	1. Valid health card.

Make a list of the tasks you would have to do under each of the teacher aide duties and responsibilites. For example, item number sixteen is "Sees that the room is in order for the weekend." What tasks would need to be done so that the room is in order for the weekend?

When you have completed your lists for each duty check them with your supervising teacher or trainer.

NOTE: Some Headstart programs have a teacher aide I and teacher aide II position. The teacher aide II position usually requires at least six college hours while the teacher aide I position requires a high school diploma or equivalent.

Social Worker

Read the following social worker job description. As you read it, think about the specific tasks to be done under each of the general duties and reaponsibilities.

JOB DESCRIPTION

Position Title: Social Worker

Reports to: Supportive Services Coordinator

Function: This position is that of a social worker in a Headstart center. The social worker is directly responsible for providing social services to families of children enrolled in the program.

Duties and Responsibilities:

1. Counsels families of enrolled children upon request in relation to problems such as:
   a. budgeting and home management
   b. housing
   c. employment
   d. family relationships
   e. other social adjustment difficulties
2. Refers families for additional community services as needed.
3. Coordinates special services for the benefit of parents.
4. Evaluates situations of families wishing to utilize the services and plans with them for the most appropriate use of the program.

5. Refers families for alternative community services when the program is not appropriate.
6. Maintains a continuing helping relationship with assigned familes.
7. Evaluates children's adjustment to the program.
8. Develops and supervises homes in the program by
   a. enrolling children in the program
   b. visiting homes in which children are enrolled
   c. counseling with parents.
9. Assists the Headstart teacher or center manager by:
   a. enrolling children
   b. participating in planning and executing parent activities
   c. acting in absence of the Head teacher/center manager.
   d. Functioning in the classroom as part of the adult child ratio when needed.
   e. transporting children to and from clinics
   f. observing children with special problems
   g. collaborating with other center personnel, such as the nurse, to resolve or alleviate family difficulties that adversely affect a child's adjustment in the center.
10. Compiles progress reports
11. Prepares a weekly activity report
12. Attends regular scheduled meetings
13. Prepares MIS report.
14. Performs any other duties as assigned by supervisor.

Qualification Preferred	
Education	B.A. Degree in Psychology or Sociology.
	In lieu of a B.A. Degree present college transcripts.
Ecperience	should have had working experience in poverty area
	needs to have emotional maturity and be well
	adjusted in personal life.
Skills	Ability to establish helping relationships with
	pre-school children and adults of varying educational
	experiential and socio-economic backgrounds.
	Knowledge of a wide range of community services.
	Ability to establish working relationships with
	staff members of a wide variety of agencies and
	institutions.
	Evidence of emotional maturity and stability
Other	A valid health card
	A valid Texas driver's licensce.
	An automobile for use on the job.

Read the following social worker job description. As you read it, think about the specific tasks to be done under each of the general duties and responsibilities.

KEEPING RECORDS

Keeping records is a time-consuming part of every pre-school worker's responsibility. There are certain kinds of records that a center manager, or headstart teacher must keep. There are certain kinds of records that a teacher and a teacher aide must keep. Social workers, cooks, supervisors, etc., all must keep records. The kinds of records and the number vary from program to program. While you may feel overwhelmed at times by the number of records you must keep, most serve an important purpose. All administrators are accountable to someone: governing board, funding agencies, tax payers, consumers, internal revenue, etc. In order to provide the necessary information to these groups, certain records must be kept. An effective system of keeping records can also help a program run more smoothly with needs being met and services being provided without unnecessary delays and frustration..

A review of the following list of records will acquaint you with specific kinds of records that center managers and headstart teachers, teachers and teacher aides, social workers and medical workers are sometimes required to keep. The forms may vary from program to program, but the same information is generally recorded. Also, the person responsible for the records may vary from program to program. The sample forms are examples of forms used by the EODC Child Development Program, San Antonio, Bexar County, Texas. If you are not familiar with the forms and record keeping system used by your program ask your supervisor for information and sample forms related to your job position.

Center Manager/Head Teacher

A center manager/head teacher may have responsibility for maintaining some records related to the center operation, center facility, purchase and use of food, equipment and supplies, maintenance, the educational program, staff, parent involvement, and the children. In some agencies other staff persons may be assigned some of these responsibilites. The size of a program often determines who has responsibility for certain record keeping.

In the EODC Child Development Program, SanAntonio, Bexar County, the following types of records are assigned to the center manager/head teacher:

Center Operation

Weekly Activity Report

Center Monthly Statistical Report

Weekly Schedule

U. S. Department of Agriculture Food Distribution Records

Center Facility

Inventory of center equipment

Fire Department Visit Reports

Staff

Request for Annual Leave, Sick Leave, Overtime.

Mileage Form

Statistics Report for Meetings/Training Sessions

Sign In Sheet for Meetings/Training Sessions

Payroll Distribution Form

Time and Attendance Report Form

Sign-In Sheets

Staff Observation Forms

Staff Evaluation Forms

Maintenance

Maintenace Report Form

Mercury Test Reports

Fire Extinguisher Service Reports

Purchase and Use of Food, Equipment and Supplies

Inventory of Educational Materials and Supplies

Inventory of Food

Purchase Requisitions

In House Supplies Control

Log Sheet

Supply Requisition Form

Educational Program

Classroom Lesson Plans

Field Trip Requests

Children

Permanent Folders (see teacher and social worker lists of contents)

Daily Attendance Reports

Parent Involvement

Schedule of Parent Meetings and Activities

Statistical Report for Meetings/Training Sessions

Although your program or agency may have a very different system of assigning record keeping responsibilities, the list you have just read is an example of some of the kinds of records a center manager/head teacher may be expected to keep.

Make a list of all of the records that a center manager/head teacher in your program is expected to keep.

WEEKLY ACTIVITY REPORT

I. STAFF ABSENTEEISM FOR THE WEEK OF _____

Name of Staff	Dates Absent	Type of Leave Used	Number of Hours

II. CENTER INFORMATION FOR THE WEEK:

Total number of volunteers for the week: _____

Total number of volunteer hours for the week: _____

Total amount of gift acknowledgment for the week: $ _____

Were there any special guests that visited the center this week? YES ___ NO ___

NAME OF VISITOR	AGENCY REPRESENTING	DATE OF VISIT	PURPOSE OF VISIT

III. FIELD TRIP INFORMATION

DATE: _____ LOCATION: _____

PURPOSE: _____

MEANS OF TRANSPORTATION: _____

GROUP	SEX		ETHNIC BREAKDOWN				AGE GROUP		
	Male	Female	Blk.	Mex.	Ang.	other	3	4	5
Volunteers									
STAFF									
CHILDREN									

CENTER MONTHLY STATISTICAL REPORT

NAME OF CENTER: _____ PREPARED BY : _____

MONTH: _____ YEAR: _____

ENROLLMENT FOR THE MONTH:

SEX		ETHINIC BREAKDOWN				AGE GROUP			TOTAL NUMBER OF CHILDREN WITH HANDI-CAPPING CONDITIONS
Male	Female	Black	Mex.	Anglo	Other	3	4	5	

NEW ENROLLEES FOR THE MONTH: (Please use additional blank sheets if necessary)

CHILD's NAME	DATE ENROLLED	AGE	SEX	ETHNIC BACKGROUND

MONTHLY WITHDRAWALS: (Please use additional blank sheets if necessary)

CHILD's NAME	DATE WITHDRAWN	AGE	SEX	ETHNIC BACKGROUND

WAITING LIST INFORMATION: (Please attach copy of Waiting List)

Number of children on list _____

Number of children on list with handicapping condition _____

Number of children on waiting list by age group:

three year olds four year olds five year olds

_____

WEEKLY SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

NAME: _____

_____
Program/Project/Division

DATE: _____

ECONOMIC OPPORTUNITIES DEVELOP... T
CORPORATION

PURCHASE REQUISITION

Forward To _____ Purchase Re. No. _____

Mr. Bob Hernandez, _____ Page ____ of _____

Director of Procurement _____ Date: _____

Delivery Date _____ Subject:

Supply Request

Equipt. Request

Maint. Request

Item No.	Description	Account	Unit of Measure	Quantity	Purchasing Unit / Total Price/ Amount

Suggested Source _____

Comments _____

Requesting Person _____

Approved By _____
Program Director

Approved By _____
Fiscal Officer

STATISTICS REPORT FOR MEETINGS/TRAINING SESSIONS

Department: _____

Topic of Meeting/Training Session: _____

Date: _____ Location: _____

Number of Participants: _____

Sex: Female: _____

Male: _____

Ethnic Breakdown:

Mex/American: _____

Black: _____

Anglo: _____

Oriental: _____

Indian: _____

Other: _____

Brief Summary of Meeting:

_____ _____

Department Manager's Signature Date

CP-203
-22-77

PROJECT NAME: _____ DATE: _____

GRANTEE (OR DELEGATE AGENCY) _____ PAGE NO. _____

GRANT NO. _____ RECORDER: _____

ITEM DESCRIPTION	SERIAL #	PROPERTY REF. #	QTY.	LOCATION	TOTAL CO:

ENROLLMENT and ATTENDANCE

CENTER 1 _____ TEACHER 2 _____ ROOM 3 _____

CENTER MANAGER/HEAD TEACHER 4 _____ DATE 5 _____

6				7	
	Present	_____	_____	Anglo-Amer.	_____
	Absent	_____	_____	Mex.-Amer.	_____
	Total	_____	_____	Black Amer.	_____
				Oriental	_____
8	NAMES OF CHILDREN ABSENT:			Indian	_____
	_____			Others	_____
	_____				
	_____	_____			
	_____				

9 NEW ENROLLEES: _____

10 WITHDRAWALS: _____

HS-OP-605

Teacher/Teacher Aides

The records that teachers are expected to keep are basically the same from program to program although social workers and medical workers may keep certain records in larger programs that a teacher may keep in a smaller program e.g., enrollment forms, progress reports etc. While the teacher is given the responsibility for certain records, the teacher aide usually asists with direction from the teacher.

The following list identifies some of the kinds of records a teacher and teacher aide may keep.

Enrollement Form

Classroom Roster

Daily Attendance Record

Home Visit Reports

Daily Lesson Plans

Child Progress Forms

Injury or Illness Reports

Field Trip Requests

Assessment Forms such As Developmental Checklists

Make a list of all of the records a teacher and teacher aide in your program are expected to keep.

CLASSROOM ROSTER

Center _____ Teacher _____

Address _____ Class _____

City & State _____ Date _____

CHILD'S NAME	ADDRESS	TELEPHONE	DATE OF BIRTH	NAME OF PERSON WHOM CHILD RESIDES

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DAILY ATTENDANCE RECORD

CENTER _____ MONTH _____ ETHNIC DATA:
TEACHER _____ TOTAL ATTENDANCE _____ Mex.Amer. _____
DATES _____ TOTAL ABSENT _____ Afro.Amer. _____
Anglo Amer. _____
Other _____

CHILD's NAME	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	P	A	T	

Original - Child's Folder
Copy - Operations Dept.

EODC HEAD START

TEACHER HOME VISIT FORM

CENTER_____ DATE_____ AGE_____

Name of Child:_____ Birthdate:_____

Address:_____ Telephone:_____

Guardian:_____ Employment Status:_____

Referral (reason):_____

_____

_____

Family Situation:_____

_____

_____

Findings:_____

_____

_____

Recommendations:_____

_____

_____

Solutions and Follow-up:_____

_____

_____

Attendance Pattern:_____

SIGNED:_____ DATE:_____
(Teacher)

SIGNED:_____ DATE:_____
(Social Worker)

HS-OP-607

EMPLOYER'S FIRST REPORT OF INJURY OR ILLNESS

Send ORIGINAL to
INDUSTRIAL ACCIDENT BOARD, Lyndon Baines Johnson Bldg., Austin, Texas, 78701 If employee is absent from work more than one day.

On termination of incapacity to employee or if incapacity extends beyond 7 day period, make supplemental report.

Penalty of $1,000 may be assessed for failure to comply with these instructions (Sec. 7, Article 8307, Employers Liability Law).

THE TRAVELERS INSURANCE COMPANY
1222 North Main Ave., San Antonio, Texas 78284

Copy to

Employer's Number

Employer's Number

File:

Carrier:

For:

Employer:

OSHA File No.

Carrier's File No.

(The spaces above are not to be completed by the Employer)

1. Name of Employer ..... Telephone # .....
2. Office address: No. and St. ..... City or Town ..... State ..... Zip Code .....
3. Insured by THE TRAV. INS. CO. – THE CHARTER OAK FIRE INS. CO. ..... Policy No. .....
4. Give nature of business (or article manufactured) .....

5. (a) Location of plant or place where accident occurred, # and Street ..... City .....
Did accident occur on employer's premises? ☐ Yes ☐ No. County ..... State ..... Zip Code .....
Department where injured ..... Department regularly employed in .....
(b) If injured in a mine, did accident occur on surface, underground, shaft, drift or mill? .....
6. Date of Injury ..... 19 ..... Day of Week ..... Hour of Day ..... A.M. ..... P.M.
7. First day unable to labor ..... 19 ..... A.M. ..... P.M. 8. Was injured paid in full for this day? .....
9. When did you or foreman first know of injury? ..... 10. Name of foreman .....

Full First Name Middle Initial Last Name

11. Name of Injured ..... Social Security No. .....
12. Address: No. and St. ..... City or Town ..... State ..... Zip Code .....
13. Telephone No. ..... Telephone No. Friend or Relative ..... Speak English ☐ Yes ☐ No
14. (a) Age ..... (b) Sex ..... (c) Marital Status ..... (d) Minor Children .....
15. (a) Occupation when injured ..... (b) Was this his or her regular occupation? .....
(If not, state in what department or branch of work regularly employed) .....
(a) How long employed by you ..... (b) Piece or time worker ..... (c) Wages per hour $.....
(a) No. hours per day ..... (b) Wages per day $ ..... (c) No. days worked per week ..... (d) Average weekly earnings $ .....
(e) If board, lodging, fuel or other advantages were furnished in addition to wages, give estimated market value per day, week or month .....
18. Was injured employee officer, director, partner, or owner? .....

19. Machine, tool or thing causing injury ..... 20. Kind of power (hand, foot, electrical, steam, etc.) ..... 21. Part of machine on which accident occurred .....
22. (a) Name the safety appliance or regulation provided ..... (b) Was it in use at time? .....
23. Was accident caused by injured's failure to use or observe safety appliance or regulation? .....
24. Describe fully how accident occurred, and state what employee was doing when injured .....
25. Names and addresses of witnesses .....

26. Describe the Injury or Illness in detail and Indicate the part of body affected .....
27. Probable length of disability ..... 28. Has injured returned to work? .....
If so, date and hour ..... At what wage $.....
29. At what occupation? .....
30. (a) Name and address of physician (if known) .....
(b) Name and address of hospital (if known) .....

Has injured died? ..... If so, give date of death .....

Date of this report ..... Firm Name .....

Signed by ..... Official Title .....

I.A.B. Form E-1 (Rev. 11-73) INDUSTRIAL ACCIDENT BOARD REQUIRES COMPLETION OF ALL APPLICABLE ITEMS ON THIS FORM
C-13571 REV. 1-74 PRINTED IN U.S.A.

PREPARE IN TRIPLICATE

TO: Head Start Manager

FROM: _____ _____
Name of Teacher Name of Center

DATE: _____

SUBJECT: Field Trip Request

Attached is Field trip request for _____ children
Number of
to attend a field trip at _____ on _____
Location Date

Amount of money request $_____

Check made payable to: _____.

Approved Disapproved _____
Head Teacher/Center Manager

_____
Date

Approved Disapproved _____
Head Start Manager

_____
Date

Approved Disapproved _____
Director of Procurement

_____
Date

Approved Disapproved _____
Early Childhood Development Dir.

_____
Date

FIELD TRIP FORM

Field Trip Requested:_____

Name of Center_____

Teacher_____

Date_____

Time_____

Location_____

Purpose_____

_____

_____

Amount Requested $_____

No. of Children _____

No. of Adults _____

No. of Volunteers _____

Special Food Requested:

_____ Yes

_____ No

Price for each:

Child $_____

Adult $_____

APPROVAL:_____

HEAD TEACHER/CENTER MANAGER:_____

GROUP	SEX		ETHNIC BREAKDOWN				AGE GROUP				
	Male	Female	Black	Mex-Am.	Anglo	Other	2	3	4	5	6
Children											
Staff											
Volunteers											

rlw

Social Worker and/or Medical Worker

The following types of records are those that may be kept by a social worker or a medical worker depending upon a program's system of operation and record keeping.

Special Permission Slip

Immunization Record

Authorization for Release of Medical and Dental Information

Child Care Agreement

Social History

Welfare Recipient Verification

Verification of Employment

Authorization to Furnish Information

Change of Income and/or Employment Status Form

Child's Attendance Report

Child's Medical Record

Nutritional Assessment Information Form

Child Care Food Program Application Form

Child Progress Reports

Home Visit Reports

Inter-Agency Referral Form

Social Service Contact Form

Identify the person in your program responsible for keeping each of the above records.

As you have seen, many different types of records are kept in a pre-school program. If you do not have a good understanding of the system of record keeping in your program, ask your supervisor to explain it to you. It is especially important that you clearly understand your responsibility for record keeping and that you do a good job of it. The success of any system depends upon everyone doing his job well.

EODC Child Development Program /___/ Approved Date_____

Child Care Agreement /___/ Disapproved Date_____
212 Stumberg
226-6232 _____
Initial

Center_____ H.S._____C.D.C._____D.H._____

1. Name of Enrollee_____ Hours of Operation_____
Address_____ Telephone_____
D.O.B._____Age_____ Hours of Care Needed_____to_____
Name of Parent/Guardian_____ Telephone_____
Address_____ Emergency Telephone_____
Social Security#_____ No. Children in Household_____
Ethnic Group_____ No. Adults in Household_____
Sex: Male_____Female_____Total No. in Household_____

2. Determination of Needed Services

/___/ Employed

/___/ In-Training

/___/ Seeking Employment

Special Need:

/___/ Stressful Home Situation /___/ Incapacitation

/___/ Handicapping Condition /___/ Emotionally Disturbed

/___/ Other

3. Income

Gross Family Income_____
Non-Taxable Income - Enter Amt. of Entitlement
1. Veterans Benefits_____
2. Social Security_____
3. Welfare_____
4. Unemployment Compensation_____

_____
Place of Employment or School

_____
Address of Employment or School

4. Name of Physician_____Telephone_____
Address_____Hospital_____

Emergency Permission:

A. In the event I cannot be reached to make arrangements for emergency attention. I hereby authorize a center staff member to take my child to the nearest doctor or clinic.

B. I hereby authorize the staff member to administer the proper dosage of the medication, (Tylenol) in case of an emergency (high fever). In addition to a doctors prescription, upon my written request: Name of Medication_____
Amount of Dosage to be given_____Hours of Dosage to be given_____

I hereby authorize the staff member of the Center/Day Home, to take my child for medical/dental examinations and for any immunizations he/she may need. The program agrees to notify the parent of any serious problems, affecting his/her behavior while he/she is in the center. Please attach a Day Care Medical Information Form to state that the child is able to participate in the program. Also a copy of the child's immunization records, which includes an up to date T.B. Skin Test and results.

5. Please indicate special problems or needs if any (Allergies). If the child has a handicapping condition, attach a copy of consultant accessment._____
_____

6. Permissions

I am authorizing my child_____, to be transported to and from field trips. I understand that I must notify the center manager when my child will not be able to attend school, and the date which he/she will be returning to the center. I will also provide the center with any information on changes of address and telephone numbers. Arrangements will be made for someone to meet my child at home at the time of his arrival.

I understand that when I bring my child to the Center or Day Home I must bring him into the building and leave him with a staff member. Failure to comply will lead to dismissal of my child. In the event I am unable to pick up my child he/she is to be released only to the following person(s):_____

_____

I give my permission for_____who is under age (14) to pick up my child/children from the center. I do understand that I am assuming all responsibility for his/her actions and the Program will not be held responsible.

I hereby authorize my child to participate in water play at_____ Center. I do understand that I am assuming all responsibility for his/her actions and Head Start will not be held responsible.

7. Snacks, Meals

The children will be served breakfast, a mid-morning snack, a well-planned hot nourishing meal at noon time and an afternoon snack after the nap period.

8. Non Racial Discrimination

The program will systemically seek out children from the most disadvantaged homes for enrollment in the program regardless of race, creed, color or national origin.

9. Under activities provided, please refer to Parent Policy Handbook for specifics.

10. All special problems or occurences to a child will be brought to the attention of the parent by the staff.

11. This is to verify that I have read, fully understand and agree with the Discipline Policy for E.O.D.C. Child Development Program._____

12. The program agrees to hold parent conference at least every 6 weeks or when ever the need arise.

13. I certify that the above information is true and correct to the best of my knowledge and belief. I also certify that I understand the Parent's and Agency's Policies of the EODC Child Development Centers.

14. I understand if it is determined that I have knowingly given false information for the purpose of enrollment in the completion of this application, services will be immediately terminated.

X_____ _____

SIGNATURE OF PARENT OR GUARDIAN DATE

_____ _____

SIGNATURE OF CASE WORKER DATE

_____ _____

SIGNATURE OF CENTER MANAGER/HEAD TEACHER DATE

Social History
Date:_____

I. Basis Information:
   A. Name of Child:_____
   B. Address:_____
   C. Date of Birth:_____
   D. Date Entered Center:_____

II. Family Composition:

III. Basis Concern:

IV. Pattern of Family Living:

   A. Home and household practices:

   B. Economic practices:

A. Health Practices:

B. Health Problems:

VI. Care and Training of Children:

VII. Family Unity and Emotional Atmosphere:

VIII. Individual Behavior and Adjustment:

"Formerly from Budget Bureau No. 51-R040"

CHILD HEALTH RECORD

NAME OF CHILD (LAST, FIRST, MIDDLE)

IDENTIFICATION OF SCHOOL OR AGENCY

HOME ADDRESS (USE PENCIL AND KEEP CURRENT) | TELEPHONE NO.

DATE OF BIRTH | PLACE OF BIRTH (CITY AND STATE)

NAME OF MOTHER (LAST, FIRST, MIDDLE) | YEAR OF BIRTH | SCHOOL GRADE COMPLETED

OCCUPATION OF MOTHER | WHAT LANGUAGE IS USUALLY SPOKEN IN THE HOME? ☐ ENGLISH ☐ OTHER

NAME OF FATHER (LAST, FIRST, MIDDLE) | YEAR OF BIRTH | SCHOOL GRADE COMPLETED

USUAL OCCUPATION OF FATHER | NO WEEKS UNEMPLOYED IN PAST YEAR | EMPLOYER

HEAD OF HOUSEHOLD IS ☐ FATHER ☐ MOTHER ☐ OTHER (SPECIFY)

DURING THE DAY, THIS CHILD IS USUALLY CARED FOR BY: ☐ MOTHER ☐ OTHER PERSON (GIVE NAME)

FAMILY AND HOUSEHOLD

NAME	DATE OF BIRTH	LIVES WITH PATIENT YES	LIVES WITH PATIENT NO	HEALTH PROBLEMS AND SCHOOL PROGRESS
FATHER				
MOTHER				
CHILDREN IN ORDER OF BIRTH (LIST ALL PREGNANCIES INCLUDING PATIENT) 1.				
2.				
3.				
4.				
5.				
6.				
OTHERS IN HOUSEHOLD (SHOW RELATIONSHIP) 1				
2.				
3.				
4.				

ARE THERE ANY DISEASES WHICH "RUN IN THE FAMILY"?
☐ NO ☐ YES (DESCRIBE)

IN CASE OF AN EMERGENCY
PARENT OR GUARDIAN MAY BE CONTACTED AT: ☐ HOME ☐ OTHER | TELEPHONE NO.

IF AN ILLNESS OR INJURY REQUIRES A DOCTOR'S ATTENTION, CALL (NAME OF DOCTOR OR CLINIC) | TELEPHONE NO.

IF PARENT CANNOT BE REACHED, CONTACT:
☐ NEIGHBOR ☐ RELATIVE ☐ FRIEND
NAME | TELEPHONE NO.

THIS FAMILY IS ELIGIBLE FOR MEDICAL PAYMENTS UNDER
☐ BLUE CROSS - BLUE SHIELD ☐ PRIVATE HEALTH INS.
☐ PUBLIC FUNDS (TITLE XIX, WELFARE, CRIPPLED CHILDREN)
☐ NONE

CAF-HS FORM 30 (REV. APR 67) PREVIOUS EDITIONS ARE OBSOLETE.

PREGNANCY AND BIRTH HISTORY

PLACE OF DELIVERY (NAME OF HOSPITAL) | DELIVERED BY

PREVIOUS PREGNANCIES

TOTAL NO. | MISCARRIAGES | STILL BIRTHS

MOTHER'S HEALTH DURING THIS PREGNANCY ☐ EXCELLENT ☐ OTHER (DESCRIBE)

DELIVERY ☐ NORMAL SPONTANEOUS VERTEX ☐ OTHER (DESCRIBE)

BABY'S BIRTHWEIGHT | DID BABY ARRIVE ☐ ON TIME ☐ EARLY BY ____ WEEKS ☐ LATE BY ____ WEEKS

ILLNESS OR COMPLICATION IN NEWBORN PERIOD ☐ NONE ☐ OTHER (DESCRIBE)

ILLNESS HISTORY

HAS CHILD HAD OR DOES HE HAVE:	YES	NO	DATE	DESCRIBE DETAILS OF ANY ITEM CHECKED "YES"
MEASLES (RUBEOLA)				
MUMPS				
CHICKEN POX				
RUBELLA (3-DAY OR GERMAN MEASLES)				
WHOOPING COUGH				
SEIZURES, FITS, OR SPELLS				
TONSILLECTOMY				
ANY HOSPITALIZATION				
EXPOSURE TO TUBERCULOSIS OR PERSON WITH CHRONIC COUGH				
FREQUENT BEDWETTING NOW				
ANY KNOWN CHRONIC DISEASE OR HANDICAPPING CONDITION				
OTHER SERIOUS ILLNESS				

DEVELOPMENTAL HISTORY

COMPARED WITH HIS BROTHERS AND SISTERS AND WITH OTHER CHILDREN HIS AGE, HAS THIS CHILD BEEN PARTICULARLY FAST OR SLOW IN:	FAST	ABOUT AVERAGE	SLOW	COMMENTS
WALKING, RUNNING, CLIMBING				
TALKING				
PLAYING WITH TOYS, COLORING, DRAWING				
UNDERSTANDING WHAT IS SAID TO HIM				
GETTING ALONG WITH CHILDREN HIS OWN AGE				

IS THIS CHILD CONSIDERED BY HIS MOTHER OR BY OTHERS TO BE PARTICULARLY:	YES	NO	COMMENTS
"DIFFICULT" OR "DIFFERENT"			
HYPERACTIVE			
CLUMSY			

IMMUNIZATION RECORD (NOTE DATE AND ADVERSE REACTIONS)

DIPHTHERIA, PERTUSSIS, TETANUS, (DPT)	ORIGINAL SERIES	#1	#2		#3	
	BOOSTERS (DT AFTER AGE 6)	#1	#2	#3	#4	#5
POLIO	FOR EACH IMMUNIZATION, INDICATE TYPE OF VACCINE (OPV-T=TRIVALENT ORAL, OPV-1=TYPE 1 ORAL, S=SALK, etc)					
	#1	#2	#3	#4	#5	#6
MEASLES	HAD NATURAL INFECTION (NEEDS NO IMMUNIZATION)	LIVE VACCINE (SWARTZ OR EDMONSTON)	KILLED VACCINE #1	#2	#3	
SMALL POX	1ST VACCINATION (DATE) PRIMARY TAKE? ☐ YES ☐ NO	REVACCINATION #1 (DATE) #1 TAKE? ☐ YES ☐ NO	#2 (DATE) #2 TAKE? ☐ YES ☐ NO			
OTHER (IMMUNIZATIONS)						

SCREENING TESTS RECORD (ENTER DETAILS AND FOLLOW-UP OF ABNORMAL TESTS IN PROGRESS NOTES)

TUBERCULIN TESTS	DATE										
	RESULT										

	DATE	TYPE OF TEST	ACUITY (CHECK) PASS	FAIL	NOT TESTABLE	FUSION	COMMENTS
VISION SCREENING							

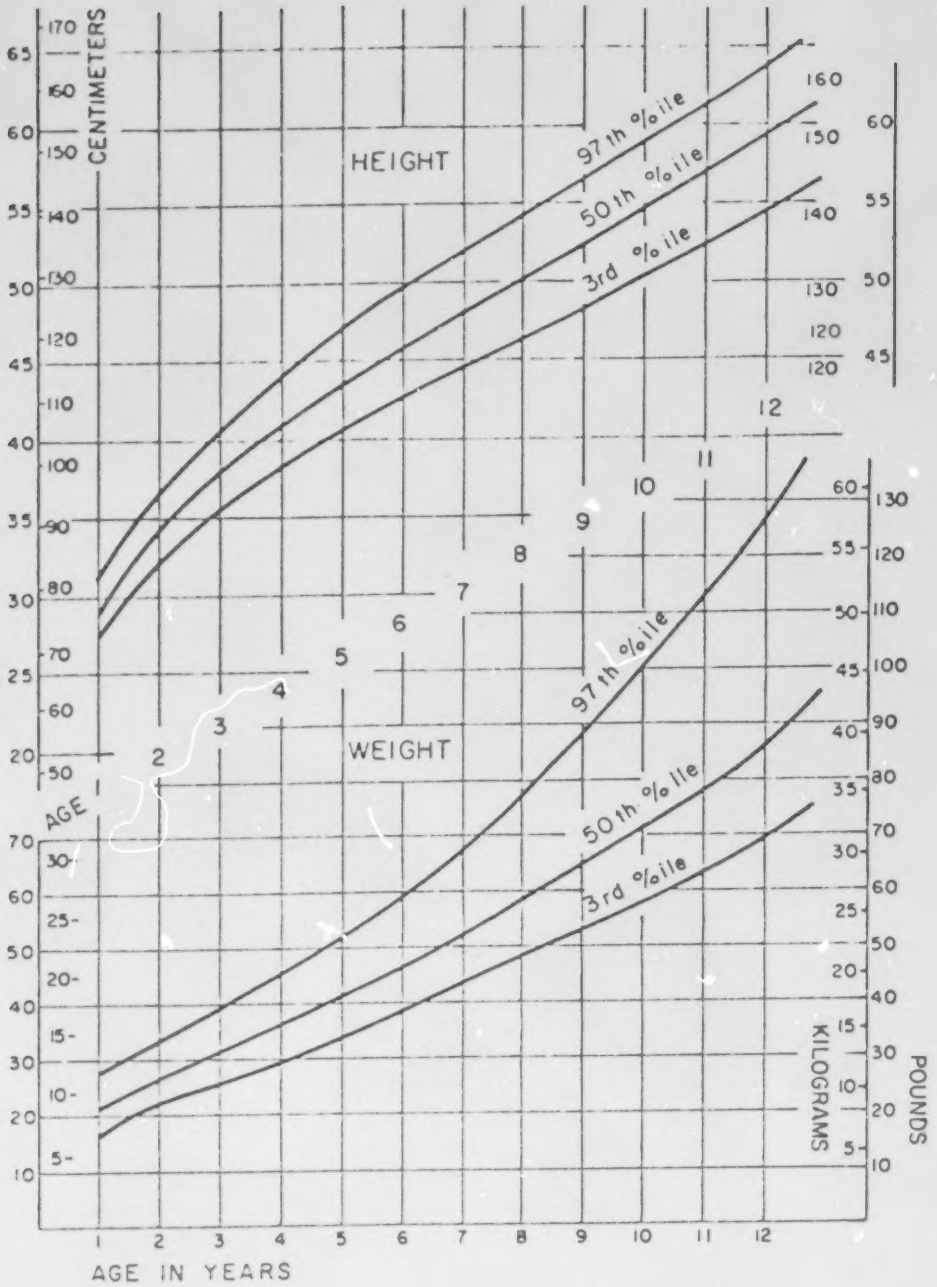
	DATE	TYPE OF TEST	PASS	FAIL	NOT TESTABLE	COMMENTS
AUDITORY SCREENING (INCLUDE AUDIOGRAM IN PROGRESS NOTES.)						

	DATE	RESULT		DATE	RESULT
HEMATOCRIT OR HEMOGLOBIN			URINALYSIS OR URINE CULTURE		

OTHER SCREENING OR LABORATORY TESTS (INCLUDE PSYCHOMETRIC, IF AVAILABLE)

DATE	TYPE OF TEST	RESULT

GROWTH CHART



I give my permission for _____ to have all necessary medical examinations, immunizations, laboratory tests, and treatments from the physicians, dentists, and other health personnel of the pre-school and school health programs

X

_____

Date Signature of parent or guardian

SAN ANTONIO [illegible] INDEPENDENT SCHOOL DISTRICT
CHILD HEALTH RECORD

Additional questions to be asked of the mother:	YES	NO
1. Has the child ever had trouble breathing?	_____	_____
2. Has he had noise in his chest?	_____	_____
3. Does he often have itching of the nose?	_____	_____
4. Does he sneeze often?	_____	_____
5. Does he often have colds?	_____	_____
6. Does he have itching of the eyes often?	_____	_____
7. Does he often have ear-ache?	_____	_____
8. Does he often have running ears?	_____	_____
9. Does he cough much at night?	_____	_____
10. Does he sweat much at night?	_____	_____
11. Does it hurt him when he urinates?	_____	_____
12. Does he urinate often?	_____	_____
13. Is his urine ever red or dark colored?	_____	_____
14. Does he get short of breath easily?	_____	_____
15. DOES HE EVER TURN BLUE?	_____	_____
16. Does he have fainting spells?	_____	_____
17. Does he have vomiting often?	_____	_____
18. Does he have diarrhea often?	_____	_____
19. Does he get along well with other children?	_____	_____

20. Does he have any of the following problems (circle)

Nail biting	Irritable	Speech Problems	Thumbsucking
Wets bed	Breath Holding	Nightmares	Won't Mind
Jealousy	Bad Temper	Can't Toilet Train	

21. Did you ever see any worms in him or his underclothes?	_____	_____
22. Has he ever had shaking spells?	_____	_____
23. Has he ever had fits?	_____	_____

PROGRESS NOTE FORM

Name of Child

Begin each entries with date and age. Enter feeding History. Summarize each section with impressions and recommendations: Use continuation if needed:

Age: Years _____ Months: _____

Date Child Entered Center _____ Height _____ Weight _____

Sex: _____ Language Spoken _____

Eating Habits: _____

Specific Educational Problems: _____

Social Factors:

Emotional Factors:

General Appearance:

Narrative of Child's Progress:

Conceptualizing:

Psycho Social:

Sensory Motor:

Thinking Reasoning:

Languages Uses:

Teacher's Signature _____ Center _____

Date: _____ Period Covered: _____

CAP - HS Form 30a May 65 GPO 643-16-80915-1 377-505

H.S. - E.D.
Form # 932

Prepare in Duplicate:
Original - Child's Folder
Copy - Operations Dept.

CHILD'S HOME VISIT RECORD

Name of Center

(Child's) Last Name, First Name Age Date of Birth

Parent(s) Name. Home Address

TEACHER HOME VISITS:

Date of Visit	Visited By	Head Teacher/Center Manager Signature
1.		
2.		
3.		
4.		

SOCIAL WORKER HOME VISITS:

Date of Visit	Visited By	Head Teacher/Center Manager Signature
1.		
2.		
3.		
4.		
5.		

1st Quarter Review:
Reviewd By: _____ Date: _____

Approved By: _____ Date: _____
2nd Quarter Review
Reviewed By:: _____ Date: _____

Approved By: _____ Date: _____
3rd Quarter Review
Reviewed By: _____ Date: _____

Approved By: _____ Date: _____

UTILIZING RESOURCES

Administrators and teachers in early childhood programs are sometimes unaware of the variety of resources that are available to them. There are many local, state and federal agencies that can provide valuable information and materials. There are also many private agencies and manufacturers that can provide information and materials relevant to the needs of young children. Many of these agencies provide their services and materials free of charge. An important skill that every teacher needs to develop is the ability to utilize resources. Teaching young children is not an easy task. It involves working cooperatively with other staff and parents. It involves careful observation and planning. It involves setting up and managing a classroom. It involves providing meaningful learning experiences. To do all of these things effectively, a teacher must draw upon all of the resources available to her.

In this section of the module some resources will be listed for your information and use. These are by no means all of the resources that are available. Continue the lists by adding those resources that are unique to your locale. You will find the resources listed under the following categories:

1. Agency Resources
2. Community Resources
3. Commercial Materials Resources
4. Free Classroom Materials Resources
5. Teaching and Curriculum Resources
6. Professional Resources

Agency Resources

All Headstart and Day Care programs and most other federally funded early childhood programs provide health services, nutrional services, social services and parent education services. The specific services provided and the manner in which these components are operated vary from one program to another. As an early childhood center manger, teacher, teacher aide, etc., it is your responsibility to identify the agency resources that are available to you. Often, these are hurriedly covered in orientation and in-service meetings. Without extra effort on your part, you may not gain a thorough understanding of the agency resources available to you or the procedure for obtaining the services needed.

Make a list of the resources provided by the agency for whom you are employed. List the procedure(s) to be followed in utilizing these resources.

Community Resources

Every community has a variety of resources upon which a center manager, teacher, teacher aide, social worker, volunteer, etc., can draw. Most of the resources are free or involve a minimal fee. However, it requires initiative, time, effort and planning to use them effectively. Community resources are perhaps the most valuable resources that you have because they provide a connection between the school and the outside environment. Some of the resources that can be obtained are pictures, models, displays, teaching materials, resources person, etc.

The following resources are some that may be available to you. Use these items as a springboard from which you can build your own list of community resources.

airport
art and craft museums
bakery (panadería)
bank
buildings under construction
brick and tile factory
cement plant
community center
community health clinic
corner ice house
dairy
department stores
dry cleaners

elementary school

farm

feed store

fire station

grocery store (tiendita)

hospital

ice cream plant

ice plant

leather factory

library

manufactoring companies

meat processing plants

milk processing plants

neighborhood (El Barrio)

newspaper office

parents

parks

pet shops

photography studios

police station

post office

produce markets (El Mercado)

Senior Citizen groups

shoe repair shop

telephone company

television study

tortilla factory (molino/tortilleria)

water processing plant

zoo

Commercial Materials Resources

Every early childhood teacher, center manager, teacher aide, etc., at one time or another is in need of purchasing commercial materials. It is important to know which materials will be durable, useful and adapt to multiple purposes. It is also important to know whether certain bilingual/bicultural materials or multicultural materials will be relevant to the children in your classroom. The age level for which certain materials are designed is another critical factor in choosing materials. It is helpful if all persons administering to or working with young children acquaint themselves with the materials that are available on the commercial market. This enables one to make appropriate choices when it is necessary to purchase materials.

The following companies are respectable resources for commercial early childhood materials. Those that supply bilingual materials are marked with an asterisk. Most of these companies will supply you with a free catalog of their materials.

A B C School Supply, Inc.
437 Armour Circle N. E.
Box 13084
Atlanta, Georgia 30324

Afro-Am Publishing Co., Inc.
1727 S. Indiana Avenue
Chicago, Illinois 60616

* Bowmar
P. O. Box 3623
Glendale, California 91201

Childcraft Education Corporation
20 Kilmer Road
Edison, New Jersey 08817

Child Guidance
Questor Education Products Co.
200 Fifth Avenue
New York, New York 10010

Childhood Resources
5307 Lee Highway
Arlington, Virginia 22207

Community Playthings
Rifton, New York 12471

Constructive Playthings
1040 E. 85th Street
Kansas City, Missouri 64131

Creative Playthings
P. O. Box 10328
Palo Alto, California 94303

Developmental Learning Materials
7440 Natchez Avenue
Niles, Illinois 60648

* Dissemination and Assessment Center for Bilingual Education
Education Service Center, Region XIII
7703 North Lamar
Austin, Texas 78752

Educational Teaching Aid Division
A. Daigger and Co., Inc.
159 E. Kinzie Street
Chicago, Illinois 60610

* Heffernan Supply Co.
Bilingual Education Department
P. O. Box 5309
San Antonio, Texas 78201

Ideal School Supply
1100 S. Lavergne Avenue
Oak Lawn, Illinois 60453

Information Center on Children's Cultures
Administrative Offices
331 E. 38th Street
New York, New York 10016

Instructo Corporation
Subsidiary of McGraw-Hill Inc.
Cedar Hollow and Mathews Roads
Paoli, Pennsylvania 19301

* International Book Corp.
7300 Biscayne Blvd.
Miami, Florida 33138

Judy Instructional Aides
The Judy Company
Sales Office
250 James Street
Morristown, New Jersey 07960

* Librería Continental
145 N. E. Second
Miami, Florida 33132

Milton Bradley Company
Springfield, Massachusetts 01100

National Dairy Council
111 N. Canal Street
Chicago, Illinois 60606

National Geographic Society
17th and M Streets N.W.
Washington, D.C. 20036

National Wildlife Federation
1412 16th Street N.W.
Washington, D.C. 20036

Practical Drawing Company
P. O. Box 5388
Dallas, Texas 75222

* Santillana Publishing Co., Inc.
East Coast: 575 Lexington Avenue
New York, New York 10022
West Coast: 419 West Chapman Avenue
Placentia, California 92670

Scholastic Early Childhood Center
904 Sylvan Avenue
Englewood Cliffs, New Jersey 07362

* Bilingual Materials

Read through at least two commercial materials catalogs. List those you would purchase if the money was available. Identify why you think the purchase of each item on your list is need.

Free Classroom Materials Resources

Many center managers, teachers, teacher aides, volunteers, etc., are not aware of the variety of free teaching materials available to them. Many state, federal and local goverment publications provide information on many useful topics. National associations, industries and social service organizations also provide free materials for teachers and for children to use in the classroom. While some of these materials may not be suitable for your class or may be too heavily biased toward certain commercial products, you as a teacher must critically exam the materials themselves and make the decision regarding their usage. When selecting free materials consider whether the materials....

directly relate to a teaching goal.

communicate effectively to the children

are free from undesirable advertising and bias

compliment other materials being used

The following lists of publications listing free materials and companies or agencies providing free materials can be useful resources for your classroom.

Publications Listing Free Materials

Monahan, Robert. Free and Inexpensive Materials for Pre-school and Early Childhood. Belmont, California: Fearon Publishers, 1973.

Schain, Robert L. and Polner, Murray. Where to Get and How to Use Free Inexpensive Teaching Aids. New York: Teachers Practical Press, 1966.

Suttles, Patricia H. and Suttles, Raymond H., (eds.) Educators Guide to Free Teaching Aids. 19th ed. Randolph, Wisconsin: Educators Progress Service, 1971.

Companies or Agencies Providing Free Materials

Animal Welfare Institute. P. O. Box 3650, Washington, D. C. 20007

Booklets: "You and Your Dog" and "Kittens and Cats," describes human treatment and care of animals. (Single copies to teachers.)

Follet Publishing Co. 1010 W. Washington Blvd., Dept DM, Chicago Illinois 60607

Brochure: Early Childhood Education, describes assessment and instructional materials. Includes overview chart for easy administration of tests and suggested follow-up programs.

Hershey Food Corporation, Hershey Chocolate and Confectionary Div. 19 E. Chocolate Avenue, Hershey, Pennsylvania 17033

Wall Chart: "The Gift of Montezuma," outlines history of cocoa production. (Single copies to teachers.)

Booklet: "The Story of Chocolate and Cocoa." (Classroom quantities available.)

John Ahlbin and Sons. 187 Garden Street, Bridgeport. CT 06605

Booklet: "Scissors by Ja-son," describes types of school scissors and instructions for left-handed children. (Single copies to teachers.)

National Dairy Council. 111 North Canal Street, Chicago, Illinois, 60606

Catalog: "Educational Materials Catalog," lists a variety of materials designed to promote optimum health through good nutrition --reference materials, booklets, posters, films, filmstrips, charts, panorama kits, etc.

National Fire Protection Association, Public Affairs. N. J. 470 Atlantic Avenue. Boston, Massachusetts 02210

Packet: "Teacher's Packet," includes varied informational and activity booklets for children, including timely materials on seasonal fire hazards. (Single copies to teachers.)

Office of Education, Publications Distribution Unit, Room B041.
U S. Dept. of Health, Education and Welfare, Washington, D. C. 20202

Catalog: "Catalog of Health, Education and Welfare Publications. (Single copies to teachers.)

United Fresh Fruit and Vegetable Association, Education Materials.
777 Fourteenth St. N. W. Washington, D. C. 20005

Booklet: "Jane and Jimmy Learn About Fresh Fruits and Vegetables," booklet of drawings for coloring and discussion.

Annotated List: "Publications and Materials," lists available materials.

Some helpful suggestions to follow when ordering free materials are as follows:

1. Write on stationary with an official school letterhead.
2. Type or print clearly your name and return address, including zip code.
3. Write one letter for a classroom rather than twenty or more individual letters.
4. Be reasonable in specifying kinds of materials and information desired.
5. State specifically the materials you are requesting or the kinds of materials you need. Include the level of the children with which the materials will be used.
6. Give the producer of the materials feedback about how they were used, their effectiveness and suggestions for improving them
7. Remember that single copies of United States government publications are generally available from the bureau or agency producing them. Multiple copies should be ordered from the Superintendent of Documents, Government Printing Office, Washington, D. C. 20402.

Teaching and Curriculum Resources

Most teachers find it necessary to build up their own curriculum resources. This is true even when curriculum materials are furnished. The teacher who individualizes and personalizes her teaching will constantly be looking for new ideas, new materials, and new ways of meeting children's needs. This requires many hours of planning, reading, designing and making materials, and creative usage of available resources.

Two useful resources that can be made and added to through the years are a picture file and a teaching and resource file. A picture file is very valuable to a teacher because young children need either the concrete object or a good pictorial replica of the object when learning about new objects. Experiences are more meaningful to young children when they have visual images to associate with the experience.

A useful picture file takes time and effort to put together. Pictures must be carefully selected. When selecting pictures for a picture file keep the following in mind. Select pictures that are.....

simple and non-distracting
culturally relevant
current in terms of present day styles
appropriate for the concept being taught
interesting in color and design

The picture file needs to be organized so that pictures can be located easily. Many teachers find it helpful to organize pictures around unit topics (e.g., animals, community helpers) since most early childhood curriculums

are planned around them. A picture file will probably be one of your most frequently used resources.

Set up your own personal picture file. Select at least fifteen different pictures. Discuss them with your trainer or academic instructor.

A teaching and resource file is a file for all of those special learning activities that you want to remember, for teaching materials that you make, for workshop notes and handouts, for songs and fingerplays, for diagnostic checklists, for any materials you use in your classroom or that will help you be a better teacher.

A suggested organization for a teaching and resource file is as follows. You will need eleven folders.

Motor

Social

Language

Cognitive

Self-Help

Music

Art

Science/Discovery

Resources

Administration

Classroom Management

A teachers day is usually very busy. There is never enough time to do everything one would like to do. Successful teachers learn how to plan and organize their time and their materials. Quick and easy access to guides and materials will make planning and preparation less time consuming. A teaching and resource file helps save time hunting for materials by providing an organization for storing them.

Set up a teaching and resource file using either the suggested organization or one that you design. Discuss your file with your trainer or academic instructor.

There are many curriculum guides on the market. These can provide new ideas for activities and new techniques for working with children. Although your program or school may provide a curriculum guide you will probably want to build up your own personal references. The following three curriculum guides have been used by many pre-school teachers and have proven to be very helpful.

Information and Materials to Teach The Cultural Heritage of the Mexican American Child, developed by the Education Service Center, Region XII, 7703 N. Lamar, Austin, Texas 78752 (Dissemination and Assessment Center for Bilingual Education.

Resources for Creative Teaching in Early Childhood Education, by Bonnie Mack Flemming, Darlene Softley Hamilton and Joanne Deal Hicks, Harcourt Brace Jovanovich, Inc., New York, New York.

Workjobs: Activity Centered Learning for Early Childhood Education by Mary Baratta Lorton, Addison Wesley Publishing Co., P. O. Box 47722, Dallas, Texas 75247.

Professional Resources

For your own professional growth as a teacher, it is helpful to participate in a local chapter of an early childhood education association. The local chapters of the National Association for the Education of Young Children provide information, materials, resources, workshops, etc., which are helpful to teachers of young children. You will need to inquire in your area about such organizations. If you are a bilingual-bicultural teacher some of the bilingual education associations will probably be helpful and interesting. Participation in educational organizations enables teachers to share experiences and ideas and to learn from each other.

UNDERSTANDING EVALUATION

Evaluation of performance or ability has become a standard part of many jobs and professions. Early childhood education is no exception. Most early childhood programs have various kinds of evaluations that occur throughtout the year. Evaluation involves making a judgement regarding the performance of individuals, the quality of a program or the effectiveness of a program. Some evaluations are made using established criteria. Others are based upon the opinion or subjective feeling of the person making the evaluation.

Evaluations serve several useful functionas although they are sometimes viewed negatively. They enable staff to identify strengths and weaknesses of a program so that necessary changes or improvements can be made, and they provide an incentive for staff to maintain competency in performance. Most successful evaluation components provide for self-evaluation as well as outside evaluation and are on-going throughout the year. This enables everyone to fill a part of the evaluation system and reduces the feelings of defensiveness and anxiety.

Headstart and day care programs have the following kinds of evaluations:

1. Program evaluation. These evaluations take the form of self evaluations conducted within the program or evaluations conducted by external evaluators, usually representatives of the funding agency/agencies or child care protection agency (e.g., Health. Education and Welfare Agency, State Departments of Public Welfare, and the United States Department of Agriculture). There are specific performance standards established for all components of Headstart and Day Care programs. In order for a program to operate these standards must be met.

2. Center evaluation. These evaluations can also be self-evaluations or external evaluations. There are specific standards for operating a center that have been established by agencies such as the State Department of Public Welfare, Health, Education and Welfare and the United States Department of Agriculture. At various time during the year these agencies monitor the compliance of their standards. Funds can be withheld or centers closed if a significant number of standards are out of compliance or if the center does not get into compliance within a specified period of time. The following forms show some of the standards established by H.E.W. and the Texas State Department of Public Welfare. Knowledge of these standards will enable you to do your part in maintaining a quality program.

3. Staff evaluations. These evaluations are designed to determine the level of performance of all staff. In order to work effectively with young children, teachers must have certain competencies. Those who administer early childhood programs must also have certain competencies if the program is to be a quality program. Staff evaluations, if used effectively, can help all staff identify their strengths and weaknesses so that their performance can be improved by developing needed competencies. Self-evaluation as well as supervisory evaluation is a must.

Obtain a copy of the staff evaluation form used in your program that is relevant to your position. Rate yourself. List areas you need to improve. List your areas of strength.

4. Component evaluations. Headstart and Day Care programs are made up of different components e.g., education, nutrition, health, parent involvement, career development, social services. At various times these components may be evaluated separatly. Ofter, these are self-evaluations made in order to improve services or to prepare for an external evaluation team. Various kinds of procedures and forms are used in these evaluations.

5. Child evaluations. Assessment of children's abilities is essential. A program cannot be designed to meet children's needs if those needs have not been identified. Initial assessments, screening tests, or developmental checklists are usually administered at the beginning of the school year. This enables staff to begin planning based upon the children's needs. However, an initial assessment is not sufficient. The children must be evaluated throughout the year and the curriculum adapted to their needs. This can be done on a daily basis as teacher's observe children's performance and periodically using a specified form.

Obtain copies of child evaluation forms used in your program. Identify the general areas evaluated. Determine whether the evaluation process is ongoing. List changes or improvements in the forms or process that you would recommend.

GROWING PROFESSIONALLY

Headstart and Day Care programs have a component called Career Development. This component was set up to help staff meet their educational and professional needs. For example, some staff may need to obtain their high shcool equivalency certificate, obtain a child development associate credential or take college courses in order to move up to a more advanced position. This component is set up to provide guidance, financial assistance and scholarship information. Each program operates the component differently depending upon funding, number of staff, resources available, etc. As a member in headstart or day care, it would benefit you to obtain information regarding the opportunities this component can provide you. If you wish to grow professionally, if you wish to advance to other positions, if you wish to be the best teacher possible, it is your responsibility to seek this information.

Obtain available information regarding the career development opportunities in your program.

POST-TEST

1. Identify and explain different ways that people communicate with one another.

2. List and explain some basic principles that help people communicate more effectively with one another.

3. List the specific tasks that make up your job description.

4. List the specific records that most pre-school teachers are expected to keep. Explain why each one is necessary.

5. Explain why a teacher needs to learn to utilize all of the resources available to her.

6. List and explain the various kinds of resources available to most pre-school teachers.

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